

Our Lady's Catholic Primary School Pupil Premium Strategy Statement 2025 - 2028



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady's Catholic Primary School
Number of pupils in school	300 (December 2025)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Elise Gribble
Pupil premium lead	Elise Gribble
Governor / Trustee lead	Joe Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026: £125,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,000

Part A: Pupil premium strategy plan

Statement of intent

Our Lady's Catholic Primary School is passionate about removing barriers and meeting the needs so all of our children so that they can be successful in their next phases in life. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally. We will be closely monitoring our progress and developments so that we can continue to refine our strategy as each academic year goes on.

During 2025-2027, we will be working closely with the DfE RISE Project, where the areas below are also being addressed and improved with a focus on closing the gap for our disadvantaged children.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our curriculum, that is child centred and designed to inspire and celebrate our diverse school community, that children's engagement in learning will be increased and progress will accelerate. Our whole school approach to the teaching of writing and reading models high expectations and gives all children, including Pupil Premium children the literacy skills and love of reading that they need in later life.

2. Precision targeted interventions and rapid catch-up programmes in reading, phonics and Maths will be a key focus throughout the year for all children based on their gaps and barriers to knowledge. Some interventions will be delivered outside of the classroom to ensure that children are making progress from their starting points. These interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons. Our Long-Term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be continue to be revised in line with children's needs.

3. Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

All staff and governors share a collective responsibility for the progress and wellbeing of socially disadvantaged pupils. We are dedicated to creating a caring, inclusive and aspirational environment where every child is known, valued and supported to reach their full potential. Our aim is for every pupil to leave Our Lady's with a love of learning, the skills to succeed and the confidence to pursue a fulfilling future

These will be reviewed regularly and further funding used based on the children's emerging needs.

School Context:

At Our Lady's Catholic Primary School, our number of pupils who are in receipt of Pupil Premium funding are broadly in line with the National Picture, 26.7% compared to 24.7% nationally. Therefore, it is vitally important that we look closely at all of our vulnerable pupils closely to ensure that they are all identified and receive appropriate support.

18.7% of our children have identified SEND needs, including 15 with EHC plans across the school, 40% (6) of these are also in receipt of pupil premium funding. We have a high number of both pupils from minority ethnic back grounds and those with English as an additional language. 72.7% and 42.7% respectively, both above national average.

- 55.4% of our children in receipt of Pupil Premium Funding are from a minority ethnic background.
- 15.7% of our children in receipt of Pupil Premium Funding have English as an additional language.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Narrowing the gap between disadvantaged and non-disadvantaged pupils in all subjects but particularly in maths; ensuring that they keep up with the learning of their non-disadvantaged peers.</p> <p>Assessments show that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>The attainment gap between pupils in receipt of Pupil Premium funding and their non-disadvantaged peers is seen in many areas of assessment.</p> <p>Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics and the securing of foundational knowledge, which impacts across the curriculum.</p>

	<p>Our focus on ensuring a strong start in EYFS and Key Stage 1, has demonstrated that our children's barriers can be overcome with good teaching and secure foundational knowledge. In EYFS, our Disadvantaged outcomes for GLD were above at 67% compared with 60% nationally. Our KS1 outcomes also demonstrated an upward trajectory, to meet the National averages in most areas and although no data is shared by the Government relating to disadvantaged outcomes in Year 2, these were moving in line with the end of KS2 percentages.</p> <p>This demonstrates the strong impact of intervention, small-group teaching and careful progress monitoring for this group.</p> <p>Our end of Key Stage 2 data highlights the need to close the attainment gap.</p>
2	<p>Children entering Our Lady's in the Early Years with underdevelopment in key foundational areas, including fine and gross motor skills, language and communication, reading (all areas) and number recognition and numerical patterns.</p> <p>Assessment, observations and discussions with pupils indicate an underdevelopment in language and comprehension skills amongst many disadvantaged pupils across the school. This is including: oral language skills, a vocabulary deficit and the ability to comprehend what they read/hear.</p> <p>Use of Wellcomm assessments and interventions this year, will look to close these gaps for children who have been identified as working below the expected standard. Focused interventions in EYFS and Key Stage 1 focus on these areas to embed the foundational skills that the children need to secure to be successful.</p>
3	<p>Disadvantaged children do not attend at the same rate as non-disadvantaged children.</p> <p>Regular attendance is essential for disadvantaged pupils to access the full curriculum, develop key skills, and make consistent progress. Missing school can widen existing gaps in knowledge, literacy, and numeracy, and limit access to enrichment, interventions, and pastoral support. Consistent attendance also supports social and emotional development, enabling pupils to build relationships, confidence, and resilience, ensuring they have equal opportunities to achieve and thrive alongside their peers.</p> <p>Over the past two years, our mainstream attendance data shows that disadvantaged pupils have attended less regularly than their non-disadvantaged peers, creating a persistent gap that impacts learning, progress, and overall engagement with school life.</p> <p>Nevertheless, recent trends indicate a positive improvement. Our overall school attendance has risen by 0.8%, increasing from 92.6% in 2023–24 to 93.4% in 2024–25.</p> <p>During the same period, attendance for disadvantaged pupils improved at an even faster rate, rising by 3% from 86% to 89%. While the gap remains, this upward trajectory demonstrates that targeted attendance support and early-intervention strategies are beginning to have a measurable impact. Continuing to reduce this disparity remains a key priority in ensuring equality of access, consistency of learning, and improved outcomes for all pupils.</p>
4	<p>Adverse childhood experiences, lack of parental engagement and home circumstances contribute to challenges in emotional wellbeing, behaviour and readiness to learn.</p>

	<p>Many of our disadvantaged children have faced adverse childhood experiences with 40% being known to or previously known to social care.</p> <p>As stated on the IDSR for the school, our school location deprivation is above average.</p> <p><u>Education and employment</u></p> <p>A significant portion of the population (30.6%) have no qualifications, which is higher than the UK average of 18.2%.</p> <p>A lower percentage of residents hold higher education degrees (18.8%) compared to the UK average (33.8%)</p> <p>The postcode NN8 2BE has a deprivation level rated as 9 out of 10, with 10 being the most deprived. This places the area within the most deprived 20% nationally.</p> <p><u>Wellingborough urban area deprivation:</u></p> <p>Data from the 2019 IMD for the Wellingborough Urban Local Area Partnership reveals a high concentration of deprived areas:</p> <p>Overall deprivation: Nearly 30% of small areas (Lower Super Output Areas, or LSOAs) in Wellingborough were ranked in the top 20% most deprived in England.</p> <p>Education: 41.2% of LSOAs were among the top 20% most deprived for education, skills, and training.</p> <p>Crime: The crime domain also showed significant deprivation, with 32.4% of LSOAs in the most deprived 20%.</p> <p>Employment: Wellingborough has higher levels of employment deprivation compared to the overall average for Northamptonshire.</p> <p>Due to these local area challenges, it is important that these barriers are overcome to ensure that these do not hold back children socially, emotionally or academically. This support for families is delivered by our inclusion and family support team, who organise pastoral support, interventions and wellbeing help for our families in need.</p>
5	<p>Disadvantaged children not experiencing enriching opportunities that then impacts their knowledge and understanding of the world.</p> <p>Many disadvantaged pupils have limited access to enriching experiences beyond the school environment, including cultural, social, and extracurricular opportunities that broaden their understanding of the world. This lack of exposure can restrict the development of background knowledge, vocabulary, and cultural capital, which in turn impacts their ability to fully access the curriculum and make strong progress across subjects. Addressing this gap is</p>

essential to ensuring equity of opportunity and supporting pupils to thrive academically and personally.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attainment</p> <p>To narrow the attainment gap in reading, writing and maths for disadvantaged pupils.</p>	<p>The outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths in 2025/26 in all statutory assessments will improve and the gap between disadvantaged and non-disadvantaged pupils will reduce in each group.</p>
<p>Attendance</p> <p>To improve attendance for all pupils, particularly our disadvantaged pupils. To reduce persistent absentees across the school, particularly our disadvantaged pupils.</p>	<p>Sustained and improved attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance rate for all pupils should demonstrate an upward trajectory to diminish the attendance gap between disadvantaged pupils and their non-disadvantaged peers - continuing to reduce the attendance gap between disadvantaged pupils and their peers', disadvantaged attendance, which has demonstrated a 3% improvement in 2024/25.
<p>EYFS</p> <p>To ensure that children leave the Early Years achieving in line with their peers in key foundational areas, including fine and gross motor skills, language and communication, reading (all areas) and number recognition and numerical patterns.</p>	<p>Sustained and improved outcomes for children in the Early Years from 2024/25 continued:</p> <ul style="list-style-type: none"> - In 2024/25, 67% of disadvantaged children achieved GLD through focused interventions and quality first teaching.
<p>Pastoral</p> <p>To embed the pastoral offer for disadvantaged children and their families to ensure they are in school and achieving well.</p>	<p>All families who require Early Help, receive this in a timely fashion; numbers of children under EHA demonstrates an increase in support.</p> <p>Pastoral interventions are suitable; impact driven and meet children's and their families' needs.</p> <p>Impact of the use of external agencies leads to better outcomes for pupils.</p> <p>Parental engagement demonstrates close working together to ensure the best outcomes for pupils.</p>

Due to prolonged consistent application of our behaviour policy and targeted pastoral support our suspension rates will decrease.

Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years NELI intervention</p> <p>Welcomm baseline used for all EYFS and KS1 pupils but then targeted intervention planned from outcomes and delivered with fidelity.</p> <p>Continuing to teach a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. Improve the delivery and outcomes through:</p> <ul style="list-style-type: none"> • External expert training for teachers via online platforms and in person consultancy. • Observations of best practice in the teaching of phonics • Phonics lead to provide training for teachers and parents with pupils in EYFS and Key Stage 1. 	<p>The EEF states that that the NELI programme can impact positively on children’s Oracy skills by an additional +4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>In relation to the use of Wellcomm, a structured intervention for communication and Language, it also states that ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF toolkit states that effective phonics can have an impact of +4 months. It suggests that small group teaching and closely matched work to attainment level have the most impact.</p>	<p>1 and 2</p>

	<p>Quality phonics teaching, in small groups, by skilled adults can have positive effect of up to +5 months on attainment. Particularly when it comes to pupils from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Development of our Maths Subject Leader.</p> <p>External expert training for teachers via in person consultancy.</p> <p>Observations of best practice in the teaching of Maths in our setting and other settings.</p> <p>Development days and training delivered by programme developer to ensure a consistent approach with fidelity to the scheme.</p> <p>Development of the use of the assessment to ensure that gaps in learning are effectively identified and addressed.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>We follow the "Effective Maths" scheme. Effective Maths is a mastery approach to the teaching of mathematics. It is a comprehensive framework for ensuring high quality maths teaching. As such, it consists of a number of non-negotiable elements.</p> <p>These include:</p> <ul style="list-style-type: none"> Mastery Procedural and conceptual understanding Variation Mathematical patterns, relationships and connections Clear use of instructional routines to maximise pupil participation <p>We have invested heavily in resourcing our Maths scheme and also ensuring that we have regular development days to ensure that our delivery meets our pupils needs.</p> <p>These principles are backed by the EEF and promote good progress in other local schools that have a similar demographic to Our Lady's. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf</p>	<p>1 and 2</p>

	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p>	
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Development of our Writing Subject Leader.</p> <p>External expert training for teachers via in person consultancy.</p> <p>Observations of best practice in the teaching of Writing in our setting and other settings.</p> <p>Development days and training delivered by programme developer to ensure a consistent approach with fidelity to the scheme.</p> <p>Development of the use of the assessment to ensure that gaps in learning are effectively identified and addressed.</p>	<p>Our Curriculum has been developed with the writers of ‘I am a Clever Writer’. This programme is designed to meet all children’s needs, whilst also raising attainment across the school. CPD sessions are weekly, planning alongside the writers of the scheme to ensure it is being delivered with fidelity and in line with their principles of instruction.</p> <p>https://www.iamacleverwriter.co.uk/</p> <p>The ‘I am a Clever Writer’ curriculum and principles are based evidence led approaches as detailed in the EEF Report:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>It also mirrors the Ofsted Writing Framework:</p> <p>Ofsted: The Writing Framework</p>	<p>1 and 2</p>
<p>Teacher Professional Development on Coaching and in-school /class follow up support post training through:</p> <ul style="list-style-type: none"> • Whole school training on instructional coaching • Two Instructional Coaches in place • Teacher coaches in place and coaching cycle begins Spring Term 2025/26 	<p>Recommendations b, d and e from EEF’s professional development in Putting Evidence to Work: A School’s Guide to Implementation, are directly related to coaching and inschool follow up support to make the implementation of any professional development effective. As we will be focussing a lot on professional development, to ensure high quality teaching, we will be utilising the recommendations in this report to ensure that they are successful and impactful.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-DevelopmentSummary.pdf</p> <p>The EEF state that: “Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported is essential to achieving the best outcomes for pupils. Providing</p>	<p>1, 2 and 4</p>

	opportunities for professional development is likely to be valuable”.	
--	-----------------------------------------------------------------------	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly data reviews with staff to inform them of data gaps for disadvantaged and non-disadvantaged pupils and to discuss strategies and ways forward to support those pupils	EEF – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 and 2
SENDCO and SENCO Assistant to ensure that PP children or children who are falling behind their peers have dedicated academic support to ensure that progress is maximised and closely monitored.	The EEF guidance report on ‘Special Education Needs in Mainstream Schools’ recommends that teachers employ and embed five strategies into their day-to-day practice to support the progress of pupils with SEND. The SENDCo Team is key in supporting teachers to implement such this ‘Five-a-day’ of teaching: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1 and 2
<p>English</p> <p>Targeted reading catch-up delivered by class LSAs and class teachers during class reading time at least three times a week.</p> <p>All of EYFS to have a WellComm baseline assessment as part of the reception baseline. This information will then be fed into both small group intervention work and whole class teaching.</p> <p>Physical Development Intervention based on the fundamental movements in</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF toolkit states that effective phonics can have an impact of +4 months. It suggests that small group teaching and closely matched work to attainment level have the most impact.</p> <p>Quality phonics teaching, in small groups, by skilled adults can have positive effect of up to +5 months on attainment. Particularly when it comes to pupils from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 and 2

<p>EYFS to close gaps in Fine and Gross Motor Skills.</p> <p>Delivery of additional phonics for children not making expected progress.</p> <p>To deliver specific speech and language interventions for pupils showing difficulties.</p> <p>Reading interventions for Year 6 delivered by Tutors backed by EEF research</p>	<p>EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguage-interventions</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one and in small groups: https://actiontutoring.org.uk/our-impact/our-impact-targeted-tutoring-for-disadvantaged-pupils-reducing-attainment-gap/</p> <p>Action Tutoring work closely with the EEF on their principles outlined in: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Maths</p> <p>Investment in a Maths Intervention Programme for children in Years 4-6 to close learning gaps at school and at home.</p> <p>Use of TTRS to support children’s preparation for the MTC and close monitoring of children’s outcomes and progress throughout the year.</p> <p>Additional MTC sessions offered at break times to support children who are unable to access it at home.</p> <p>Focused Maths interventions based on GAP Analysis delivered to Year 6 by skilled practitioner.</p>	<p>Professor Becky Francis, Chief Executive of the Education Endowment Foundation, said: The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support socio-economically disadvantaged pupils’ attainment. EEF: Tutoring</p> <p>Our online tutoring intervention tool used in Year 4-Year 6, has also worked closely with the EEF. The EEF has identified tuition as being one of the best evidenced interventions, with pupils making up to five months’ additional progress with one-to-one tuition and up to four months’ additional progress with small group tuition. https://thirdspacelearning.com/blog/eef-tutoring-report/</p>	<p>1 and 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Closer monitoring of the attendance of disadvantaged children.</p> <p>Daily report of disadvantaged attendance. Pastoral and Wellbeing team meetings to address attendance.</p> <p>EHAs in place where needed, close monitoring of EHAs.</p> <p>Attendance data managed weekly and persistent non-attenders offered support or issued with formal letters and attendance meetings.</p>	<p>Improving attendance is proven to have an impact upon both pupil attainment and wellbeing this is evidenced in the Government blog: Why school attendance matters, and what we're doing to improve it – The Education Hub</p> <p>The EEF also highlight the detrimental impact that persistent absence can have upon attainment. Stating that disadvantaged pupils are “nearly twice as likely to be persistently absent.” Attendance EEF</p>	3
<p>Pastoral and Wellbeing</p> <p>Pastoral and wellbeing team to continue to broaden the range and capacity of intervention available.</p> <p>Mental Health and Wellbeing workshops provided by SCARF education and MHST.</p>	<p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4 and 5
<p>Improving and enhancing parental engagement</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.- EEF</p>	4 and 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Subsidised educational visits and experiences	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomesEEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4 and 5

Total budgeted cost: £ 125,000.00

Part B: Review of outcomes in the previous academic year: 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Our internal data throughout 2024-2025 demonstrates the impact that quality first teaching is having on children in EYFS and Key Stage 1, who have had a stronger start in terms of our school's provision:

EYFSP - GLD

	2023-2024		2024-2025	
	School	National	School	National
EYFS	14%	52%	67%	60%

Phonics

	2023-2024		2024-2025	
	School	National	School	National
Year 1	43%	68%	50%	67%
Year 2	15%	No data	58%	No data

Year 2 SATs

	2023-2024		2024-2025	
	School EXS	School Above	School EXS	School Above
Combined	15%	0%	50%	8%
Reading	39%	8%	58%	8%
Writing	15%	0%	50%	8%
Maths	54%	8%	50%	17%

MTC

	2023-2024		2024-2025	
	School	National	School	National
Year 4	0%	25%	8%	27%

Year 6 SATs

	2023-2024		2024-2025	
	School	National	School	National
Combined	27%	46%	17%	47%
Reading	45%	62%	39%	63%
Writing	55%	58%	50%	59%
Maths	36%	59%	22%	60%

Our previous investments of our pupil premium funding, ensuring that children have a strong start at Our Lady's has demonstrated better outcomes for our disadvantaged pupils, which continues to rise.

Prior gaps in learning have impacted on our Key Stage 2 outcomes and this is being actively addressed through our strategy this academic year, with a huge focus on quality first teaching through coaching and appropriate CPD, improving parental engagement and interventions that are well planned, evidence based and effective in closing the achievement gap.

Our Wellbeing and Safeguarding work as we know based on Maslow's Hierarchy of needs; children are unable to learn if their basic needs are not met. Attendance and behaviour incidents have seen an improvements, following our strategic use of funding to support these children to be successful:

Attendance

	2023-2024		2024-2025	
	School	National	School	National
Attendance	87.5%	94.5%	89.1%	94.8%

Behaviour Points

	2023-2024	2024-2025
Tier 1	831	552
Tier 2	592	466
Tier 3	54	9

Suspensions

	2023-2024	2024-2025
Number of Suspensions	53	17

Our Phonics Scheme and rapid catch-up sessions will ensure that the amount of children who still need phonics input after Year 1 continues to drop. This will ensure that their reading outcomes improve over the next few years and bring them in line with the National Picture.

Throughout 2024-2025, our team focused on developing the connection with parents, setting up EHAs, Targeted Support and offering mental health support to both disadvantaged pupils and their parents. They supported the re-integration of the school routine and expectations as well as challenging attendance for those that historically had been persistent absentees. This will continue to be a focus throughout the following years, as outlined in this plan.

Our new writing curriculum, I am a Clever Writer, has had a huge impact on the Quality of Teaching and the outcomes for children in their daily lessons. This will continue to raise standards and engagement in writing.

Our whole school approach to developing reading skills and comprehension will support pupils to continue to develop their love of reading and improve outcomes in reading.

Our Maths Curriculum, launched in March 2025, has demonstrated great outcomes for children from disadvantaged backgrounds in school's where their demographic is similar to ours. As this curriculum is embedded, this will raise outcomes in this key area.

Our new foundation curriculum, Kapow, is much more engaging and active, which has also impacted on children's active engagement with the learning.